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ABSTRACT

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for marketing education. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. A sample marketing education activity has these components: grade level, teaching time frame, rationale, unit description, learner outcomes correlated to frameworks (academic skills), activity name, description, materials or resources required, specific directions for organizing and conducting activity, assessment, and required materials. The mini report's cross-reference to Show-Me Standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

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ED 421 651

Marketing Education
Missouri's Show-Me Standards and Vocational Education Competencies
Cross Reference
Main Report
Mini Report

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Missouri's Show-Me Standards and Vocational Education Competencies

Cross Reference

Main Report
September 1997

MARKETING EDUCATION

Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not *"the model,"* of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for grades 9-12 have been used for this pilot project. The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a starting point for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0*.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of many individuals to bring it this far. Without the following individual contributors, this work could not have been accomplished.

Project coordination, Instructional Materials Laboratory, UMC, Columbia, Mo.

Administration/vision

Phyllis Miller, Ph.D., and Harley Schlichting, Ph.D.

Coordination

Diane Davis

Group facilitation

Rich Branton, Diane Davis, Veronica Feilner, Julie Gibbs, Randy Mertens, Beth Meuschke, Phyllis Miller, Dana Tannehill, Becky Tieman

Editing

Rebecca "Becky" Tieman, Stacey Burns

Data entry

Marshall Simmons, Elizabeth "Liz" Savio, Katie Larson

Database design

Brian Glasgow, Electronic Consultations International, Columbia, Mo.

Funding and leadership, Department of Elementary and Secondary Education, Jefferson City, Mo.

Fred Linhardt, Vocational Planning and Evaluation Section
Delbert Lund, Vocational Planning and Evaluation Section
Russ McCampbell, Division of Vocational and Adult Education

Content specialists/activity writers

David Aderhold, (IE) Cabinetmaking
Mary Avery, (FACS) Core Employment Skills; Child Care Provider/Assistant
Francis Barnes, (IE) Auto Collision Technology
Ron Bays, (IE) Machine Tool Technology
Mary Beene, (FACS) Family and Consumer Sciences
Tom Benke, (IE) Commercial Art
Chuck Berendzen, (IE) Drafting
Harry Bertrand, (AG) Landscaping & Turf Management
Arlene Broeker, (BE) Mathematics in Business, International Business
Jane Brown, (ME) Marketing Education
Clara Burson, (FACS) Nutrition and Wellness
Shelley Campbell, Science
Dan Chappell, (AG) Horticulture; Greenhouse Operation & Management; Fish & Wildlife
Prentess Clifton, Sr., (IE) Diesel Mechanic
Ken Conaway, (IE) Graphic Communications/Printing
Linda Crumpacker, Math
Roger Day, (IE) Welding
Pat Dittman, (BE) Business & Personal Law
Robin Ferguson, (IE) Auto Mechanics
Tressia Fox, Social Studies
Pat Garrett, (FACS) Contemporary Living
Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care & Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
Joan Hansen, (FACS) Exploratory FACS
Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and Parenthood
Diana Henry, (FACS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
Sally Lillard, (BE) Business Economics
Mila Lowry, (BE) Business Management; Keyboarding and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

Key to codes:
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
Adv. Livestock Production
Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
* Leadership I and II
* Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
* SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications
★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
* FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
★ Food and Nutrition - Interm. and Adv.
47. Food Service Worker
★ Home Ec I and II
★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance
55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
* Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
Pharmacy Aide
Physical Therapist Aide
Practical Nursing

Marketing Education

Cooperative Vocational Education
Entrepreneurship
Free Enterprise Economics
74. Marketing Education
Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

* = "Across-the-board" competencies

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Table of Contents, Activities

Activity Title	Competency Profile(s)	Author(s)	Page
AGRICULTURAL EDUCATION			
Welding (Basic Skills)	Agricultural Construction (1994)	Bob McNary	AG-1
Plant Science	Agricultural Science II (1995)	Jonathan Hoer	AG-5
Asexual Plant Propagation	Greenhouse Operation and Management (1993)	Dan Chappell	AG-7
Developing Cost Estimates	Landscaping and Turf Management (1994)	Harry Bertrand, Jr.	AG-10
BUSINESS/MARKETING EDUCATION			
Processing Payroll	Accounting I (1991)	Gay Holman	BE-1
Consumer Protection	Business and Personal Law (1993)	Pat Dittman	BE-3
Exploring Criminal Law	Business and Personal Law (1993)	Tyne Raboum	BE-5
Business Etiquette	Business Communications (1993)	Donna Robart	BE-7
Consumer Economics/Choices	Business Economics (1995)	Sally Lillard	BE-8
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Activity Title	Competency Profile(s)	Author(s)	Page
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Orientation to Building Maintenance	Building Maintenance (1989)	Garry Sloan	IE-9
Preparing the Building Site	Carpentry (1997)	Stan Moore	IE-11
Communication	Commercial Art (1990)	Jim Scott and Tom Benke	IE-14
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Activity Title	Competency Profile(s)	Author(s)	Page
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An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
A.1	CA.1	1.5		CA/I_/9-12/1/a				
	CA.3	1.8		CA/I_/9-12/1/b				
	CA.5	2.2		CA/I_/9-12/1/d				
	CA.6	2.3		CA/I_/9-12/2/b				
		2.6		CA/I_/9-12/2/c				
		2.7		CA/I_/9-12/2/e				
		3.1		CA/I_/9-12/3/b				
		3.2		CA/I_/9-12/3/c				
		3.3		CA/I_/9-12/3/e				
		3.4		CA/I_/9-12/3/f				
		3.5		CA/I_/9-12/6/a				
		3.6		CA/I_/9-12/6/c				
		3.7		CA/I_/9-12/6/d				
		3.8		CA/II_/9-12/3/*				
		4.1		CA/II_/9-12/4/*				
				CA/II_/9-12/5/*				
				CA/III_/9-12/1/*				
				CA/III_/9-12/2/*				
				CA/III_/9-12/4/*				
				CA/IV_/9-12/1/*				
				CA/IV_/9-12/2/a				
				CA/IV_/9-12/2/b				
				CA/IV_/9-12/2/c				
				CA/IV_/9-12/3/*				
A.2	CA.1	1.1		CA/I_/9-12/1/a				
	CA.3	1.2		CA/I_/9-12/1/b				
	CA.4	1.5		CA/I_/9-12/1/d				
	CA.5	1.6		CA/I_/9-12/2/*				
	CA.6	1.7		CA/I_/9-12/3/*				
		1.8		CA/II_/9-12/3/*				
		2.2		CA/II_/9-12/4/*				
		2.6		CA/II_/9-12/5/*				
		3.1		CA/II_/9-12/6/a				

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2		CA / II.. / 9-12 / 6 / b				
		3.3		CA / III.. / 9-12 / 1 / *				
		3.4		CA / III.. / 9-12 / 2 / *				
		3.5		CA / III.. / 9-12 / 4 / *				
		3.6		CA / IV.. / 9-12 / 1 / *				
		3.7		CA / IV.. / 9-12 / 2 / a				
		3.8		CA / IV.. / 9-12 / 2 / b				
		4.1		CA / IV.. / 9-12 / 2 / c				
		4.4		CA / IV.. / 9-12 / 3 / *				
A.3	CA.1	1.8		CA / I.. / 9-12 / 1 / *				
	CA.6	1.10		CA / I.. / 9-12 / 2 / *				
		2.1		CA / I.. / 9-12 / 3 / *				
		2.3		CA / I.. / 9-12 / 6 / a				
		2.6		CA / I.. / 9-12 / 6 / c				
		3.1		CA / I.. / 9-12 / 6 / d				
		3.2		CA / II.. / 9-12 / 3 / *				
		3.3		CA / II.. / 9-12 / 4 / *				
		3.4		CA / II.. / 9-12 / 5 / *				
		3.5		CA / II.. / 9-12 / 6 / a				
		3.6		CA / II.. / 9-12 / 6 / b				
		3.7		CA / III.. / 9-12 / 1 / *				
		3.8		CA / III.. / 9-12 / 2 / *				
		4.5		CA / III.. / 9-12 / 3 / *				
				CA / IV.. / 9-12 / 1 / *				
				CA / IV.. / 9-12 / 2 / *				
				CA / IV.. / 9-12 / 3 / *				
A.4	CA.1	1.5		CA / I.. / 9-12 / 1 / *				
	CA.6	2.1		CA / I.. / 9-12 / 2 / a				
		2.2		CA / I.. / 9-12 / 2 / b				
		2.3		CA / I.. / 9-12 / 2 / c				
		2.6		CA / I.. / 9-12 / 3 / *				
		2.7		CA / I.. / 9-12 / 6 / a				
		3.7		CA / I.. / 9-12 / 6 / c				
		3.8		CA / I.. / 9-12 / 6 / d				
		4.5		CA / II.. / 9-12 / 3 / *				

KEY: * = may use all "to do" statements
# = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = "to know" statements may not be applicable

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / II.. / 9-12 / 4 / *				
				CA / II.. / 9-12 / 5 / *				
				CA / II.. / 9-12 / 6 / a				
				CA / II.. / 9-12 / 6 / b				
				CA / III.. / 9-12 / 1 / *				
				CA / III.. / 9-12 / 2 / a				
				CA / III.. / 9-12 / 2 / b				
				CA / III.. / 9-12 / 2 / d				
				CA / III.. / 9-12 / 4 / a				
				CA / III.. / 9-12 / 4 / b				
				CA / III.. / 9-12 / 4 / e				
				CA / IV.. / 9-12 / 1 / *				
				CA / IV.. / 9-12 / 2 / a				
				CA / IV.. / 9-12 / 2 / b				
				CA / IV.. / 9-12 / 2 / c				
				CA / IV.. / 9-12 / 3 / *				
A.5	CA.1	1.5		CA / I.. / 9-12 / 1 / a				
	CA.3	1.8		CA / I.. / 9-12 / 1 / b				
	CA.4	2.1		CA / I.. / 9-12 / 1 / d				
		2.2		CA / I.. / 9-12 / 2 / *				
		2.3		CA / I.. / 9-12 / 3 / *				
		2.6		CA / I.. / 9-12 / 4 / a				
		2.7		CA / I.. / 9-12 / 4 / b				
		3.7		CA / I.. / 9-12 / 6 / a				
		3.8		CA / I.. / 9-12 / 6 / c				
		4.5		CA / I.. / 9-12 / 6 / d				
				CA / II.. / 9-12 / 3 / *				
				CA / II.. / 9-12 / 4 / *				
				CA / II.. / 9-12 / 6 / a				
				CA / II.. / 9-12 / 6 / b				
				CA / III.. / 9-12 / 1 / a				
				CA / III.. / 9-12 / 1 / c				
				CA / III.. / 9-12 / 1 / d				
				CA / III.. / 9-12 / 1 / e				
				CA / III.. / 9-12 / 1 / f				

KEY: * = may use all 'to do' statements
9 = same Frameworks as previous competency
98 = same Frameworks as previous competency
99 = 'to know' statements may not be applicable

Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
				CA / III.. / 9-12 / 1 / g				
				CA / III.. / 9-12 / 1 / h				
				CA / III.. / 9-12 / 1 / j				
				CA / III.. / 9-12 / 2 / a				
				CA / III.. / 9-12 / 2 / d				
				CA / III.. / 9-12 / 3 / *				
				CA / IV.. / 9-12 / 1 / e				
				CA / IV.. / 9-12 / 1 / f				
				CA / IV.. / 9-12 / 1 / g				
				CA / IV.. / 9-12 / 1 / h				
				CA / IV.. / 9-12 / 1 / i				
				CA / IV.. / 9-12 / 2 / a				
				CA / IV.. / 9-12 / 2 / b				
				CA / IV.. / 9-12 / 2 / c				
				CA / IV.. / 9-12 / 3 / *				
B.1		1.7				SS / I.B / 9-12 / 4 / *		
		3.1				SS / I.B / 9-12 / 5 / *		
		3.2				SS / I.D / 9-12 / 4 / *		
		3.3				SS / I.D / 9-12 / 5 / *		
		3.4				SS / I.E / 9-12 / 2 / *		
		3.6				SS / II.A / 9-12 / 3 / *		
		3.7				SS / II.A / 9-12 / 5 / *		
		3.8				SS / II.C / 9-12 / 3 / *		
		4.1				SS / II.C / 9-12 / 6 / *		
		4.5				SS / II.D / 9-12 / 3 / *		
		4.7				SS / II.D / 9-12 / 4 / *		
						SS / II.E / 9-12 / 1 / *		
						SS / III.B / 9-12 / 2 / *		
						SS / IV.E / 9-12 / 3 / *		
B.2	SS.4	4.2				SS / II.D / 9-12 / 4 / *		
						SS / III.D / 9-12 / 3 / *		
B.3	SS.4	1.8			SC / VIII.A / 9-12 / 3 / a	SS / I.D / 9-12 / 1 / *		
		3.2				SS / I.D / 9-12 / 3 / *		
		3.6				SS / II.D / 9-12 / 7 / *		
						SS / II.D / 9-12 / 8 / *		

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / III.D / 9-12 / 2 / *		
						SS / III.D / 9-12 / 5 / *		
						SS / IV.D / 9-12 / 1 / *		
						SS / IV.D / 9-12 / 2 / *		
B.4	SS.3	1.5				SS / I.A / 9-12 / 6 / *		
		1.7				SS / I.D / 9-12 / 3 / *		
		3.1				SS / I.D / 9-12 / 5 / *		
		3.2				SS / II.A / 9-12 / 4 / *		
		3.6				SS / III.A / 9-12 / 2 / *		
		3.7				SS / III.D / 9-12 / 4 / *		
		3.8				SS / III.D / 9-12 / 6 / *		
		4.2				SS / IV.D / 9-12 / 3 / *		
		4.7						
B.5	SS.4	1.8				SS / I.D / 9-12 / 7 / *		
		3.4				SS / I.D / 9-12 / 8 / *		
		3.5						
		3.6						
		3.8						
B.6	HP.6	3.8				SS / I.A / 9-12 / 6 / *		
	SC.8	4.2				SS / I.C / 9-12 / 7 / *		
	SS.4					SS / I.C / 9-12 / 8 / *		
						SS / I.D / 9-12 / 4 / *		
						SS / I.D / 9-12 / 6 / *		
						SS / II.D / 9-12 / 6 / *		
						SS / III.E / 9-12 / 3 / *		
						SS / III.E / 9-12 / 4 / *		
						SS / III.E / 9-12 / 5 / *		
						SS / IV.E / 9-12 / 2 / *		
						SS / IV.E / 9-12 / 3 / *		
B.7	SS.4	1.8				SS / I.D / 9-12 / 2 / *		
		3.2				SS / II.D / 9-12 / 5 / *		
		3.5				SS / II.D / 9-12 / 8 / *		
		3.6				SS / III.D / 9-12 / 1 / *		
		3.8				SS / III.D / 9-12 / 3 / *		

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
						SS / IV.B / 9-12 / 1 / *		
C.1	CA.1	1.10		CA / I.. / 9-12 / 1 / *				
		2.1		CA / I.. / 9-12 / 2 / *				
		2.6		CA / I.. / 9-12 / 3 / *				
		3.5						
		3.6						
		3.7						
		3.8						
C.2	CA.1	2.1		CA / II.. / 9-12 / 5 / *				
	CA.2	2.3						
	CA.4	3.7						
	CA.6	4.8						
C.3		1.4		CA / I.. / 9-12 / 1 / *				
		3.8		CA / I.. / 9-12 / 2 / *				
		4.1		CA / I.. / 9-12 / 3 / *				
		4.8						
C.4	MA.1	2.2		CA / II.. / 9-12 / 3 / *			HP / III.B / 9-12 / 3 / *	
		3.7		CA / II.. / 9-12 / 4 / *				
		3.8		CA / II.. / 9-12 / 6 / a				
		4.8		CA / II.. / 9-12 / 6 / b				
C.5	CA.4	2.2		CA / II.. / 9-12 / 4 / *				
		2.6		CA / II.. / 9-12 / 6 / *				
		3.2						
		3.3						
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
		4.2						
		4.5						
		4.8						
D.1	HP.5	1.5				SS / II.B / 9-12 / 2 / *		
		2.3				SS / II.C / 9-12 / 7 / *		

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.1				SS / II.E / 9-12 / 4 / *		
		3.2				SS / IV.A / 9-12 / 4 / *		
		3.3				SS / IV.B / 9-12 / 1 / *		
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
D.2	HP.6	1.10				SS / II.B / 9-12 / 4 / *		
	HP.7	2.3				SS / II.D / 9-12 / 2 / *		
	SS.6	3.1				SS / III.B / 9-12 / 5 / *		
		3.2				SS / IV.A / 9-12 / 6 / *		
		3.3				SS / IV.C / 9-12 / 1 / *		
		3.4				SS / IV.C / 9-12 / 4 / *		
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.3						
D.3		2.1				SS / III.E / 9-12 / 2 / *		
		2.3				SS / III.E / 9-12 / 5 / *		
		2.6						
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
D.4		1.10				SS / II.B / 9-12 / 2 / *		
		2.3				SS / II.B / 9-12 / 3 / *		
		2.7				SS / IV.A / 9-12 / 7 / *		
		3.1				SS / IV.B / 9-12 / 2 / *		

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2				SS / IV.C / 9-12 / 5 / *		
		3.3				SS / IV.D / 9-12 / 4 / *		
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
D.5		1.6				SS / II.B / 9-12 / 5 / *		
		1.10				SS / IV.A / 9-12 / 5 / *		
		2.3						
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.6						
D.6	CA.6	1.5		CA / I.. / 9-12 / 3 / *		SS / II.B / 9-12 / 3 / *		
	SS.6	1.7				SS / II.B / 9-12 / 4 / *		
		1.8				SS / II.E / 9-12 / 5 / *		
		1.10				SS / III.B / 9-12 / 1 / *		
		2.1				SS / III.B / 9-12 / 2 / *		
		2.3				SS / III.C / 9-12 / 4 / *		
		2.6				SS / III.C / 9-12 / 5 / *		
		3.1				SS / III.C / 9-12 / 7 / *		
		3.2				SS / III.C / 9-12 / 8 / *		
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1						
		4.4						
		4.5						
		4.6						
		4.7						
E.1	MA.1	1.4	MA / IV.. / 9-12 / 3 / *					
		1.7	MA / IX.. / 9-12 / 2 / *					
		3.2						
		3.4						
		3.5						
		3.6						
		3.7						
E.2	MA.1	1.4	MA / I.. / 9-12 / 98 / #					
		1.7						
		3.6						
		3.8						
		4.5						
E.3	MA.1	1.4	MA / I.. / 9-12 / 98 / #					
		1.7						
		1.10						
		3.6						
		3.7						
		3.8						
		4.7						
E.4	MA.1	1.4	MA / I.. / 9-12 / 4 / *					
		1.7	MA / IV.. / 9-12 / 3 / *					
		3.1	MA / V.. / 5-8 / 1 / *					
		3.2	MA / IX.. / 9-12 / 2 / *					
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		4.1						
E.5	MA.1	1.4	MA / II.. / 9-12 / 4 / *					
		1.8	MA / IV.. / 9-12 / 3 / *					
		3.1	MA / IX.. / 9-12 / 2 / *					
		3.2						
		3.3						
		3.4						
		3.6						
		3.7						
		3.8						
E.6	MA.1	1.4	MA / III.. / 9-12 / 1 / *					
	MA.3	3.1	MA / IV.. / 9-12 / 3 / *					
	MA.4	3.2	MA / IX.. / 9-12 / 2 / *					
		3.3						
		3.4						
		3.6						
		3.8						
		4.1						
		4.7						
E.7	MA.1	1.4	MA / II.. / 9-12 / 2 / *					
	MA.3	1.5	MA / III.. / 9-12 / 1 / *					
		3.1	MA / IV.. / 9-12 / 3 / *					
		3.2	MA / V.. / 9-12 / 3 / *					
		3.3	MA / IX.. / 9-12 / 2 / *					
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
E.8	MA.1	1.4		CA / I.. / 9-12 / 3 / *				
	MA.3	1.7		CA / II.. / 9-12 / 5 / *				
		3.4		CA / II.. / 9-12 / 6 / a				
		3.6		CA / II.. / 9-12 / 6 / b				

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Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.7						
		3.8						
		4.1						
F.1	CA.4	1.3	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 2 / *	SC / I.A / 9-12 / 1 / a			
	SS.7	1.7	MA / I.. / 9-12 / 3 / *	CA / I.. / 9-12 / 3 / *				
		1.8	MA / III.. / 9-12 / 1 / *	CA / I.. / 9-12 / 6 / a				
		3.1	MA / III.. / 9-12 / 2 / *	CA / I.. / 9-12 / 6 / c				
		3.2	MA / III.. / 9-12 / 4 / *	CA / I.. / 9-12 / 6 / d				
		3.3	MA / III.. / 9-12 / 5 / *					
		3.4	MA / IV.. / 9-12 / 1 / *					
		3.5	MA / V.. / 9-12 / 4 / *					
		3.6	MA / VII.. / 9-12 / 1 / *					
		3.7	MA / VII.. / 9-12 / 2 / *					
		3.8	MA / VII.. / 9-12 / 3 / *					
		4.1	MA / VII.. / 9-12 / 4 / *					
			MA / VII.. / 9-12 / 5 / *					
			MA / VIII.. / 9-12 / 1 / *					
			MA / VIII.. / 9-12 / 3 / *					
			MA / X.. / 9-12 / 2 / *					
			MA / X.. / 9-12 / 4 / *					
F.2	MA.1	3.1				SS / I.E / 9-12 / 2 / *		
	MA.4	3.2				SS / I.E / 9-12 / 6 / *		
	SS.4	3.3				SS / II.B / 9-12 / 1 / *		
		3.4				SS / II.B / 9-12 / 2 / *		
		3.5				SS / II.B / 9-12 / 3 / *		
		3.6				SS / II.C / 9-12 / 2 / *		
		3.7				SS / II.C / 9-12 / 7 / *		
		3.8				SS / II.D / 9-12 / 1 / *		
		4.1				SS / II.D / 9-12 / 7 / *		
						SS / II.E / 9-12 / 2 / *		
						SS / II.E / 9-12 / 3 / *		
						SS / II.E / 9-12 / 4 / *		
						SS / II.E / 9-12 / 6 / *		
F.3	SS.4	1.8				SS / I.D / 9-12 / 4 / *		
		3.1				SS / I.D / 9-12 / 7 / *		

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.2				SS / I.D / 9-12 / 8 / *		
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
F.4		3.1				SS / I.B / 9-12 / 5 / *		FA / III.B / 9-12 / 4 / a
		3.2				SS / I.D / 9-12 / 2 / *		
		3.3				SS / II.C / 9-12 / 3 / *		
		3.4				SS / III.D / 9-12 / 1 / *		
		3.5				SS / III.D / 9-12 / 2 / *		
		3.6				SS / IV.E / 9-12 / 4 / *		
		3.7						
		3.8						
		4.1						
F.5	SS.4	1.8				SS / I.C / 9-12 / 7 / *		
	SS.5	3.1				SS / I.E / 9-12 / 4 / *		
	SS.6	3.2				SS / II.B / 9-12 / 6 / *		
		3.3				SS / II.D / 9-12 / 2 / *		
		3.4				SS / II.D / 9-12 / 5 / *		
		3.5				SS / II.D / 9-12 / 8 / *		
		3.6				SS / III.B / 9-12 / 1 / *		
		3.7				SS / III.B / 9-12 / 3 / *		
		3.8				SS / III.C / 9-12 / 3 / *		
		4.1				SS / III.C / 9-12 / 4 / *		
		4.5				SS / III.E / 9-12 / 6 / *		
		4.7				SS / IV.D / 9-12 / 1 / *		
		4.8				SS / IV.D / 9-12 / 2 / *		
						SS / IV.D / 9-12 / 3 / *		
						SS / IV.E / 9-12 / 4 / *		
F.6		1.8				SS / II.D / 9-12 / 3 / *		
		1.9				SS / III.A / 9-12 / 6 / *		
		3.2						

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Competency Profile Date: 1990

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.4						
		3.6						
		3.7						
		3.8						
G.1	FA.4	1.5				SS / II.B / 9-12 / 4 / *		FA / IV.C / 9-12 / 1 / a
	MA.1	1.7						FA / IV.C / 9-12 / 1 / b
	MA.2	3.1						FA / IV.C / 9-12 / 1 / c
		3.2						FA / IV.C / 9-12 / 1 / d
		3.4						FA / IV.D / 9-12 / 3 / a
		3.5						
		3.6						
		3.7						
		3.8						
		4.7						
G.2		1.5		CA / II.. / 9-12 / 6 / a				
		1.6		CA / II.. / 9-12 / 6 / b				
		1.10						
		2.2						
		2.6						
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
G.3	CA.3	1.8		CA / I.. / 9-12 / 1 / *				
		1.10		CA / I.. / 9-12 / 2 / *				
		2.1		CA / I.. / 9-12 / 6 / *				
		2.6		CA / II.. / 9-12 / 5 / a				
		3.1		CA / II.. / 9-12 / 6 / a				
		3.2		CA / II.. / 9-12 / 6 / b				

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Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.5						
		4.7						
G.4	MA.1	1.10	MA / I.. / 9-12 / 1 / *	CA / I.. / 9-12 / 3 / *				FA / III.B / 9-12 / 4 / a
	MA.2	2.1	MA / I.. / 9-12 / 4 / *					
	MA.3	2.6	MA / II.. / 9-12 / 4 / *					
	MA.4	3.1	MA / III.. / 9-12 / 1 / *					
		3.2	MA / III.. / 9-12 / 2 / *					
		3.3	MA / V.. / 9-12 / 4 / *					
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.5						
G.5	FA.4	1.8	MA / VI.. / 9-12 / 3 / *					FA / IV.A / 9-12 / 1 / a
		2.1						FA / IV.B / 9-12 / 2 / a
		2.7						FA / IV.B / 9-12 / 2 / b
		3.6						FA / IV.C / 9-12 / 1 / a
		3.7						FA / IV.C / 9-12 / 1 / b
		3.8						FA / IV.C / 9-12 / 1 / c
		4.7						FA / IV.C / 9-12 / 1 / d
								FA / IV.D / 9-12 / 3 / a
H.1	CA.1	1.2		CA / I.. / 9-12 / 2 / *				FA / III.B / 9-12 / 4 / a
	CA.3	1.3		CA / I.. / 9-12 / 3 / *				
	CA.6	1.8						
		1.10						
		2.1						
		2.3						

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Competency Profile Date: 1990

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.6						
		3.1						
		3.2						
		3.3						
		3.5						
		3.6						
		3.7						
		4.1						
		4.7						
H.2	CA.1	1.2		CA / II.. / 9-12 / 1 / *				
	CA.3	1.3		CA / II.. / 9-12 / 5 / *				
	CA.6	1.10		CA / II.. / 9-12 / 6 / a				
		2.1						
		2.3						
		2.6						
		3.1						
		3.2						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.6						
H.3		2.3		CA / II.. / 9-12 / 6 / a				
		2.6						
		3.1						
		3.2						
		3.3						
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
H.4		1.3		CA / I.. / 9-12 / 2 / *				

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Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		2.1		CA / II.. / 9-12 / 3 / *				
		2.3		CA / II.. / 9-12 / 6 / a				
		2.6						
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
		4.7						
H.5	CA.3	1.8		CA / I.. / 9-12 / 3 / b				
	MA.1	1.10						
		2.1						
		2.6						
		3.2						
		3.3						
H.6	CA.7	1.2		CA / III.. / 9-12 / 1 / *				
		1.4						
		1.5						
		1.6						
		1.7						
		1.10						
		2.6						
		2.7						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.4						
		4.7						
I.1	SS.4	1.5				SS / I.B / 9-12 / 5 / *		

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Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		1.6				SS / II.B / 9-12 / 1 / *		
		3.1				SS / II.B / 9-12 / 2 / *		
		3.2				SS / III.C / 9-12 / 4 / *		
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
		4.1						
I.2		1.10		CA / II.. / 9-12 / 6 / a				
		3.1						
		3.2						
		3.3						
		3.4						
		3.5						
		3.6						
		3.7						
		3.8						
I.3		1.10				SS / II.B / 9-12 / 1 / *		
		3.1				SS / II.B / 9-12 / 2 / *		
		3.2				SS / II.B / 9-12 / 3 / *		
		3.3				SS / II.E / 9-12 / 3 / *		
		3.4						
		3.6						
		3.7						
		3.8						
		4.1						
I.4	SS 4	1.1				SS / I.D / 9-12 / 2 / *		
	SS 5	1.2				SS / II.C / 9-12 / 7 / *		
		3.1				SS / III.E / 9-12 / 6 / *		
		3.2				SS / IV.E / 9-12 / 4 / *		
		3.3						
		3.5						
		3.6						

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Marketing Education

Cross-Reference to Show-Me Standards (main report)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)	Math	Communication Arts	Science	Social Studies	Health / Physical Education	Fine Arts
		3.7						
		3.8						
		4.1						
I.5	SS.4	3.1				SS / I.B / 9-12 / 3 / *		
	SS.6	3.7				SS / I.C / 9-12 / 7 / *		
		4.1						
I.6	SS.5	1.7				SS / I.B / 9-12 / 3 / *		
		1.8				SS / I.E / 9-12 / 5 / *		
		3.1				SS / I.E / 9-12 / 7 / *		
		3.4				SS / II.C / 9-12 / 6 / *		
		3.5				SS / II.D / 9-12 / 8 / *		
		3.6				SS / II.D / 9-12 / 9 / *		
		3.7				SS / II.E / 9-12 / 5 / *		
		4.2				SS / II.E / 9-12 / 6 / *		
						SS / III.A / 9-12 / 6 / *		
						SS / III.C / 9-12 / 4 / *		
						SS / III.C / 9-12 / 6 / *		
						SS / III.D / 9-12 / 3 / *		
						SS / III.D / 9-12 / 6 / *		

KEY: * = may use all 'to do' statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = 'to know' statements may not be applicable

Competency Profile Date: 1990

Title: **Marketing Concepts**
Competency Profile: Marketing Education (1996)
Instructor(s) name: Jane Brown
Grade level: 11-12
Teaching time frame: Three 90-minute classes

Rationale: Students will acquire knowledge about marketing functions through the integration of communication arts, social studies, and marketing education concepts. Students will present this knowledge in class and team discussions, a written report, and an oral presentation.

Unit description: Students will identify and implement marketing terms and concepts, as well as the major marketing functions, such as pricing, distribution, financing, selling, promotion, risk management, purchasing, product planning, and marketing information management.

Learner Outcomes (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
I1. Analyze the marketing mix. I5. Identify the importance of marketing.	*Communication Arts* **CA/I/9-12/2/a-d** Locate and gather information and ideas. Plan and design methods to collect reliable data for particular purposes and audiences. Generate a list of key words and sources for a research topic. Conduct searches using a variety of technologies and resources. Select applicable primary and secondary resources from print and nonprint materials. **CA/I/9-12/3/b-f** Process, organize, and evaluate information and ideas. Select useful ways to organize materials. Summarize or paraphrase information presented in a variety of communications. Evaluate materials for faulty reasoning, biases and propaganda. Identify similarities, differences, repetition and inaccuracies in data collected. Draw conclusions and form opinions based on data collected.	*Social Studies* **SS/IV.E/9-12/4/c, d, e, h** How should individuals use geographic knowledge, skills, and perspectives in solving problems, making decisions, planning for the future, and evaluating public policy decisions? Use technological tools and other resources to locate information. Interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.). Evaluate the accuracy of information and the reliability of sources. Plan and create effective communications using a variety of methods, forms, and technologies, anticipating the impact on the audience and presenting ideas and opinions in an organized, convincing way.

Learner Outcomes (Tasks)	Frameworks (To Know and To Do)	Frameworks (To Know and To Do)
	CA/II/9-12/6/a, b Demonstrate proficiency in speaking and writing standard English. Demonstrate fluency and accuracy in written and spoken communications. Consult sources (such as dictionaries, spell checkers and handbooks) to increase accuracy in spelling, usage, punctuation and mechanics. **CA/II/9-12/5/a** Participate in formal and informal presentations and discussions. Speak expressively, adjusting tone and style of speech to audience and purpose.	

Instructional activity name: Plotting a Product: Identifying Marketing Functions in the Classroom

Description: Students will define selected marketing terms. Teams of students will select a common product and identify the marketing functions associated with this product through use of the Marketing Essentials textbook, maps, the Internet, and the library. The teams will produce a written outline of their findings and deliver an oral presentation.

Materials/resources required: Marketing textbook, dictionary, word-find puzzle, product worksheet, maps, and computers with Internet access.

Specific directions for organizing and conducting activity:

1. The teacher will develop a word-find assignment sheet that list marketing terms, such as manufacturer, marketing, promotion, management, wholesalers, selling, advertising, display, unit pricing, brand, buyers, channel of distribution, consumers, cost, customers, finance, marketing concept, markup, physical distribution, and retailers.
2. The teacher will hand out the assignment sheet at the end of a class period. The students will define the listed terms and find them in the word-find puzzle.
3. The teacher will instruct each student to bring in a product from their home for the next class period. The students must know how much the product cost and where it was purchased.
4. In the next class period, the teacher will lead a class discussion that will identify the products brought to class and why the student selected his/her product.
5. The teacher will divide the class into teams with no more than four members. Each team will select one product to research.
6. The teams will research their product using a worksheet developed by the teacher. The worksheet should contain the following:

    a. Identify the following information about the product: manufacturer, where the product was manufactured, where the product was purchased, how perishable the product is, how fragile the product is, and the packaging of the product.
    b. Using maps, atlases, and selected Internet sites, find at least two routes of transporting the product from the manufacturer to the purchase site. (This step integrates social studies with marketing education.)
    c. Identify all of the possible modes of transporting the product from the manufacturer to the purchase site. What are the advantages and disadvantages of transporting the product with each of these modes of transportation?
    d. Identify all the possible selling sites (e.g., retail stores, direct selling, home shopping, catalogs, the Internet, concessions, wholesale, etc.) for this product.
    e. Give examples of how this product could be marketed and promoted at two of the selling sites.
    f. Looking at the price paid for the product, explain the factors that affected this price.

    (Since this worksheet should be completed within two class periods, the teacher may want to suggest to the teams that each individual member select a topic to research.)

7. The teams will write an outline of their findings. (This step integrates communication arts.)
8. Teams will deliver an oral presentation, with each member of the team taking part. (This step further integrates communication arts.)
9. The teacher will formally introduce marketing functions to the class using the findings and products presented by the teams.

Assessment procedures/criteria: See following pages.

Marketing Terms and Concepts Team Project

Complete the following information. Prepare a typed outline to be used for your team's oral presentation.

I. Product Information
   - A. Who is the manufacturer?
   - B. Where was the product manufactured?
   - C. Where did you buy the product?
   - D. Is it a fragile or perishable product?
   - E. What type of packaging was used and why?

II. Distribution
   - A. Using a map or atlas, find a route to transport the product from the manufacturer to the business.
   - B. Explain what type of transportation was used and the rationale for using that transportation.

III. Pricing
   - A. What was the price of the product?
   - B. How much do you think the cost was to the business?
   - C. Explain the factors that affected determining the price of the product.

IV. Selling
   - A. Identify the businesses that would sell this product.
   - B. Explain what type of selling techniques this business would use.

V. Promotion
   - A. Explain three ways to promote this product.

Marketing Terms and Concepts Evaluation

Product information

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Distribution

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Pricing

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Selling

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Promotion

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Overall Presentation

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

Outline

3 4 5 6	7	8	9 10
Limited knowledge	Adequately done	Well done	Exceptionally well done

NAMES:_____ **TOTAL POINTS:**_____ **GRADE:**_____

WORD LIST

ADVERTISING
CONSUMER GOODS
CUSTOMER
MANAGEMENT
MARKUP
PROMOTION
TRANSPORTING
BRAND
COST
DISPLAY
MARKETING
PRICE
RETAILER
WHOLESALER
CHANNEL DISTRIBUTION
COST PLUS PRICING
FINANCE
MARKETING CONCEPT
PRODUCTION
SELLING

S	C	O	S	T	P	L	U	S	P	R	I	C	I	N	G	V	G	C	C
E	D	F	M	V	M	I	O	Y	A	P	C	I	F	I	N	A	N	C	E
L	C	H	A	N	N	E	L	D	I	S	T	R	I	B	U	T	I	O	N
L	B	A	L	G	P	R	U	T	M	A	N	A	G	E	M	E	N	T	E
I	P	K	M	A	R	K	E	T	I	N	G	C	O	N	C	E	P	T	V
N	T	C	K	L	B	Z	R	E	T	A	I	L	E	R	L	S	J	S	W
G	U	O	T	F	V	D	J	R	T	L	H	T	R	D	P	H	G	E	P
D	A	N	R	B	F	K	X	S	Q	P	Z	O	P	Z	D	Y	K	R	P
B	Y	S	A	B	K	E	O	U	V	M	H	U	B	M	J	N	I	W	A
T	I	U	N	Q	K	C	P	W	P	I	K	R	R	P	R	C	L	V	J
U	C	M	S	G	E	Y	U	K	D	R	K	E	A	V	E	T	D	I	H
U	Y	E	P	S	Z	C	V	E	A	E	Y	Q	N	T	B	P	T	K	B
E	D	R	O	Y	Z	N	B	M	H	J	Z	V	D	N	Z	X	T	U	D
B	I	G	R	Z	N	G	M	P	O	T	F	N	F	H	Z	S	S	O	L
U	S	O	T	C	U	T	H	E	J	C	U	S	T	O	M	E	R	U	B
I	P	O	I	U	Y	H	P	K	V	R	U	B	C	T	Y	E	Q	R	U
I	L	D	N	L	P	J	Y	P	R	O	M	O	T	I	O	N	P	G	P
B	A	S	G	R	D	D	U	C	G	N	I	S	I	T	R	E	V	D	A
W	Y	Z	C	R	E	L	A	S	E	L	O	H	W	T	I	F	U	Q	E
F	Z	T	X	E	A	N	O	I	T	C	U	D	O	R	P	I	T	Y	J

Missouri's Show-Me Standards and Vocational Education Competencies

Cross Reference

(Mini Report, September 1997)

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Foreword

This database documents the common ground that has existed for years between academic skills and vocational competencies. It is intended to be ***"a model,"*** not *"the model,"* of how vocational and academic educators can work together to strengthen foundation skills needed by students in K-12 grades.

Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database, as have many Curriculum Frameworks statements.

Because most vocational program are taught in the 9-12th grade levels, suggested academic knowledge and performance skills (Curriculum Frameworks) for grades 9-12 have been used for this pilot project. The only exception is the Exploratory Family and Consumer Sciences course, which is taught in middle and junior high grades, and is therefore, cross-referenced to grades 5-8 Curriculum Frameworks.

Sample activities have been developed for most competency lists, also. The writers of these activities used the crosswalk information to develop actual, "real world" classroom activities that teach/reinforce academic *and* vocational concepts.

This project is intended to provide a starting point for school districts working on integrating academic and vocational skills, so customization of the crosswalk is highly encouraged. Both printed and electronic versions of the information are available from the Instructional Materials Laboratory. (See previous page for address and ordering information.) Initial data entry has been done in Microsoft *Access 2.0*.

Credits

This project, which was called "Vocational 21st Century Curriculum" during the development stage, has taken the dedication of **many individuals** to bring it this far. Without the following individual contributors, this work could not have been accomplished.

Project coordination, Instructional Materials Laboratory, UMC, Columbia, Mo.

Administration/vision

Phyllis Miller, Ph.D., and Harley Schlichting, Ph.D.

Coordination

Diane Davis

Group facilitation

Rich Branton, Diane Davis, Veronica Feilner, Julie Gibbs, Randy Mertens, Beth Meuschke, Phyllis Miller, Dana Tannehill, Becky Tieman

Editing

Rebecca "Becky" Tieman, Stacey Burns

Data entry

Marshall Simmons, Elizabeth "Liz" Savio, Katie Larson

Database design

Brian Glasgow, Electronic Consultations International, Columbia, Mo.

Funding and leadership, Department of Elementary and Secondary Education, Jefferson City, Mo.

Fred Linhardt, Vocational Planning and Evaluation Section

Delbert Lund, Vocational Planning and Evaluation Section

Russ McCampbell, Division of Vocational and Adult Education

Content specialists/activity writers

David Aderhold, (IE) Cabinetmaking
Mary Avery, (FACS) Core Employment Skills; Child Care Provider/Assistant
Francis Barnes, (IE) Auto Collision Technology
Ron Bays, (IE) Machine Tool Technology
Mary Beene, (FACS) Family and Consumer Sciences
Tom Benke, (IE) Commercial Art
Chuck Berendzen, (IE) Drafting
Harry Bertrand, (AG) Landscaping & Turf Management
Arlene Broeker, (BE) Mathematics in Business, International Business
Jane Brown, (ME) Marketing Education
Clara Burson, (FACS) Nutrition and Wellness
Shelley Campbell, Science
Dan Chappell, (AG) Horticulture; Greenhouse Operation & Management; Fish & Wildlife
Prentess Clifton, Sr., (IE) Diesel Mechanic
Ken Conaway, (IE) Graphic Communications/Printing
Linda Crumpacker, Math
Roger Day, (IE) Welding
Pat Dittman, (BE) Business & Personal Law
Robin Ferguson, (IE) Auto Mechanics
Tressia Fox, Social Studies
Pat Garrett, (FACS) Contemporary Living
Ken Garthe, (IE) Electronics
Vicki Garton, (FACS) Clothing & Textiles, Intermediate & Advanced
Michael George, (IE) Plumbing
Sara Gibb, (FACS) Child Development, Care & Guidance
Tim Gill, (IE) Welding
Jim Graham, (AG) Ag Management; Forest Mgmt.; Agribusiness
Nola 'Pinky' Gum, (FACS) Housing, Home Furnishings and Equipment
Joan Hansen, (FACS) Exploratory FACS
Harold Harden, (IE) Auto Collision Technology
Phyllis Hastings, (FACS) Family Living and Parenthood
Diana Henry, (FACS) Industrial Sewing; Custom Sewing; Fashion Merchandising; Clothing & Textiles, Intermediate & Advanced
Raymond Herschleb, (IE) Masonry
Jonathan Hoer, (AG) Ag Science II
Gay Holman, (BE) Business Management; Accounting I and II
Terri Jungers, (BE) Computer Business Applications
Pat LaDuke, (FACS) Family and Individual Health
Sally Lillard, (BE) Business Economics
Mila Lowry, (BE) Business Management; Keyboarding and Keyboarding Applications
Pat McKee, (IE) Electrical Trades
Bob McNary, (AG) Ag. Marketing, Ag. Construction
Jack Miller, (IE) Machine Tool Technology
Milton Moore, (IE) Drafting
Stanley Moore, (IE) Building Trades
Barbara Mountjoy, (IE-HO) Health Care Assistant
Neil Preston, (IE) Electronics
Calvin Pyle, (AG) Ag Management
Tyne Rabourn, (BE) Business and Personal Law
Donna Robart, (BE) Business Communications
Mary Kay Robinson, (FACS) Custom Sewing; Industrial Sewing; Fashion Merchandising
Paul Santaularia, (IE) Culinary Arts
Sam Schulte, (IE) Auto Collision Technology
Amy Schupp, (BE) Mathematics in Business
James Scott, (IE) Commercial Art
Pat See, (IE) Cosmetology
Linda Siess, (IE) Cosmetology
Garry Sloan, (IE) Building Maintenance
Brenda Smith, (FACS) Family/Consumer Resource Management
Mike Smith, (IE) Auto Collision Technology
Teresa Stark, (IE) Culinary Arts
Marie Toms, (BE) Business Technology
Carolyn Vargas, (BE) Introduction to Business
Peggy White, Communication Arts
Dean Whitlow, (IE) Industrial Maintenance
Gay Wieland, (FACS) Family and Consumer Sciences; Exploratory FACS
Del Winston, (IE) AC/Heating & Refrigeration
Rick Witt, (ME) Marketing Education

Key to codes:
AG = Agriculture Education, BE = Business Education, FACS = Family and Consumer Science Education, ME = Marketing Education, IE = Industrial Education, IE-HO = Health Occupations

Terms and Definitions

Like any other project, this one has its own language. Here's an explanation of the basic terms:

Framework: A state document that articulates benchmark statements for all grade ranges in six disciplines: communication arts, fine arts (comprised of dance, music, theatre and visual arts), health education/physical education, mathematics, science and social studies. Some disciplines address content statements (*to know*), others process statements (*to do*) and some do both. By examining the three-column landscape layout of each discipline, you can tell if there is a direct correlation between a *to know* and a *to do* statement (e.g., communication arts). The benchmark lists *to know* statements in the far left column, *to do* statements in the middle and offers sample activities in the far right column.

Outstanding Schools Act: This is the law that announced Missouri's Show-Me Standards and set the process in motion for creating the framework. The Act promotes higher standards in students' knowledge and performance.

Show-Me Standards: The Standards define what all Missouri students should know and be able to do upon graduation. It is divided into four performance goals and six knowledge standards. Because these Standards (73 total) have the force of law, all school districts must incorporate them into their curriculum.

Strand: Strands are general statements, written in Roman numerals, that organize each discipline within the framework (e.g., Problem Solving, Communication, Reasoning, Connections, etc.)

Competency List (August 5, 1997)

Agricultural Education

1. Adv. Crop Production
Adv. Livestock Production
Agribusiness
2. Agricultural Construction
3. Agricultural Machinery
4. Agricultural Management and Economics
5. Agricultural Marketing
6. Agricultural Power I
7. Agricultural Power II
8. Agricultural Science I
9. Agricultural Science I Supplement
10. Agricultural Science II
11. Agricultural Structures I
12. Agricultural Structures II
13. Animal Science
14. Fish and Wildlife Mgmt.
15. Floristry
16. Forest Mgmt.
17. Food Science and Technology
18. Greenhouse Operation and Mgmt.
19. Horticulture
20. Landscaping and Turf Mgmt.
* Leadership I and II
* Leadership and Personal Development for Advanced Students
21. Processing and Marketing Forest Products
* SAE (Supervised Agri. Experience) Program

Business Education

22. Accounting I
23. Accounting II
24. Business and Personal Law
25. Business Communications
26. Business Economics
27. Business Management
28. Business Technology
29. Computer Business Applications
★ Computer Programming
30. International Business
31. Introduction to Business
32. Keyboarding and Keyboard Applications
33. Mathematics in Business

Family and Consumer Sciences Education

34. Child Care Provider/Assistant
35. Child Development, Care and Guidance
36. Clothing and Textiles, Intermediate
37. Clothing and Textiles, Advanced
38. Contemporary Living
39. Core Employment Skills
40. Custom Sewing
41. Exploratory FACS
* FACS Leadership, Change, Careers
42. Family and Consumer Sciences
43. Family/Consumer Resource Management
44. Family/Individual Health
45. Family Living and Parenthood
46. Fashion/Fabric Consultant
★ Food and Nutrition - Interm. and Adv.
47. Food Service Worker
★ Home Ec I and II
★ Home Management
48. Housing, Home Furnishings and Equipment
49. Industrial Sewing
50. Nutrition and Wellness

Industrial Education

51. AC, Heating and Refrigeration
52. Auto Technology
53. Auto Collision Technology
54. Building Maintenance
55. Cabinetmaking
56. Carpentry
57. Commercial Art
58. Cosmetology
59. Culinary Arts
60. Diesel Mechanic
61. Drafting
62. Electrical Trades
63. Electronics
64. Graphic Communications/Printing
65. Industrial Maintenance
* Leadership (VICA)
66. Machine Tool Technology
67. Masonry
68. Plumbing
69. Small Engines
70. Welding

Health Occupations

Administrative Med. Asst.
71. Dental Aide
72. Health Care Assistant (core competencies)
73. Nurse Assistant/Aide
Pharmacy Aide
Physical Therapist Aide
Practical Nursing

Marketing Education

Cooperative Vocational Education
Entrepreneurship
Free Enterprise Economics
74. Marketing Education
Supervisory Management

★ = Obsolete

= By design, not included in crosswalk/database project

* = "Across-the-board" competencies

Introduction, pg. 6

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing class. Some of these competencies may be selected for inclusion in a first-year marketing education class based on local need.

Marketing Education

Cross-Reference to Show-Me Standards (mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
A.1: Facilitate communications among employee, management, and customers	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
A.2: Interpret marketing information	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
A.3: Train employees	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
A.4: Use oral communications in marketing	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.5: Comprehend and evaluate written, visual and oral presentations and works

KEY: ' = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
A.5: Use written communications in marketing	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.2: Review and revise communications to improve accuracy and clarity 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
B.1: Identify business risks in the marketplace		1.7: Evaluate the accuracy of information and the reliability of its sources 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

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Competency Profile Date: 1990

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.2: Identify Gross Domestic Product	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
B.3: Understand economics and economic activities	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives
B.4: Understand government regulations in marketing enterprises	SS.3: principles and processes of governance systems	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
B.5: Understand profits	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
B.6: Understand the private enterprise system	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) SC.8: impact of science, technology and human activity on resources and the environment SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.8: Assess costs, benefits and other consequences of proposed solutions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
B.7: Understand the relationship between supply and demand	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions
C.1: Apply marketing management abilities	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
C.2: Complete a marketing employment interview	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.2: reading and evaluating fiction, poetry and drama CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) CA.6: participating in formal and informal presentations and discussions of issues and ideas	2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.7: Evaluate the extent to which a strategy addresses the problem 4.8: Explore, prepare for and seek educational and job opportunities
C.3: Identify a marketing occupational objective		1.4: Use technological tools and other resources to locate, select and organize information 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Explore, prepare for and seek educational and job opportunities
C.4: Secure a marketing position	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	2.2: Review and revise communications to improve accuracy and clarity 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.8: Explore, prepare for and seek educational and job opportunities
C.5: Secure advanced marketing employment	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.8: Explore, prepare for and seek educational and job opportunities
D.1: Develop effective personal human relations skills for marketing	HP.5: methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)	1.6: Discover and evaluate patterns and relationships in information, ideas and structures 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
D.2: Identify the ethical and social responsibilities of marketing	HP.6: consumer health issues (such as the effects of mass media and technologies on safety and health) HP.7: responses to emergency situations SS.6: relationships of the individual and groups to institutions and cultural traditions	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.3: Analyze the duties and responsibilities of individuals in societies

Marketing Education

Cross-Reference to Show-Me Standards
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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
D.3: Motivate marketing employees		2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
D.4: Participate in professional marketing related activities		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.7: Use technological tools to exchange information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
D.5: Understand human relations in a marketing enterprise		1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
D.6: Participate in problem solving work teams	CA.6: participating in formal and informal presentations and discussions of issues and ideas SS.6: relationships of the individual and groups to institutions and cultural traditions	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.1: Calculate prices of products or services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources

Marketing Education

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem
E.2: Handle payments for purchases of products or services	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
E.3: Operate a check-out area	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E.4: Perform basic mathematical computations in marketing	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.1: Explain reasoning and identify information used to support decisions
E 5: Process purchase/payment forms and records	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.4: Use technological tools and other resources to locate, select and organize information 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
E 6: Manage inventory	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts	1.4: Use technological tools and other resources to locate, select and organize information 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
E 7: Understand financial statements	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems

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		3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace
E.8: Understand inventory control	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.3: data analysis, probability and statistics	1.4: Use technological tools and other resources to locate, select and organize information 1.7: Evaluate the accuracy of information and the reliability of its sources 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.1: Conduct marketing research	CA.4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) SS.7: the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	1.3: Design and conduct field and laboratory investigations to study nature and society 1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.2: Develop specific products and/or services for specific markets	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.3: Establish pricing policies	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
F.4: Examine the development of new products		3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions

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Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
F.5: Plan for product and services in the marketplace	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment SS.6: relationships of the individual and groups to institutions and cultural traditions	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others 4.8: Explore, prepare for and seek educational and job opportunities
F.6: Understand the marketing cycle of a product		1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.9: Identify, analyze and compare the institutions, traditions and art forms of past and present societies 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
G.1: Analyze advertising media	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.7: Evaluate the accuracy of information and the reliability of its sources 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.2: Evaluate promotional activities		1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.2: Review and revise communications to improve accuracy and clarity 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.3: Manage promotional activities	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
G.4: Develop and plan promotional activities -	MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations MA.2: geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes MA.3: data analysis, probability and statistics MA.4: patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts	1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.5: Develop, monitor and revise plans of action to meet deadlines and accomplish goals
G.5: Utilize visual merchandising in the promotion mix	FA.4: interrelationships of visual and performing arts and the relationships of the arts to other disciplines	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.7: Use technological tools to exchange information and ideas 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.1: Plan a sales presentation	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	1.2: Conduct research to answer questions and evaluate information and ideas

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.3: Design and conduct field and laboratory investigations to study nature and society 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.2: Conduct a sales presentation	CA.1: speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) CA.6: participating in formal and informal presentations and discussions of issues and ideas	1.2: Conduct research to answer questions and evaluate information and ideas 1.3: Design and conduct field and laboratory investigations to study nature and society 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		4.1: Explain reasoning and identify information used to support decisions 4.6: Identify tasks that require a coordinated effort and work with others to complete those tasks
H.3: Identify various types of selling		2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
H.4: Utilize specialized selling techniques		1.3: Design and conduct field and laboratory investigations to study nature and society 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.3: Exchange information, questions and ideas while recognizing the perspectives of others 2.6: Apply communication techniques to the job search and to the workplace 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
H.5: Utilize organizational skills in professional selling	CA.3: reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) MA.1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations	1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.1: Plan and make written, oral and visual presentations for a variety of purposes and audiences 2.6: Apply communication techniques to the job search and to the workplace 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems
H.6: Understand the buying process	CA.7: identifying and evaluating relationships between language and culture	1.2: Conduct research to answer questions and evaluate information and ideas 1.4: Use technological tools and other resources to locate, select and organize information 1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 1.7: Evaluate the accuracy of information and the reliability of its sources 1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 2.6: Apply communication techniques to the job search and to the workplace 2.7: Use technological tools to exchange information and ideas 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.4: Recognize and practice honesty and integrity in academic work and in the workplace 4.7: Identify and apply practices that preserve and enhance the safety and health of self and others
I.1: Analyze the marketing mix	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	1.5: Comprehend and evaluate written, visual and oral presentations and works 1.6: Discover and evaluate patterns and relationships in information, ideas and structures 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems

Marketing Education

Cross-Reference to Show-Me Standards
(mini report with words)

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
I.2: Classify channels of distribution		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions
I.3: Identify marketing strategies		1.10: Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.4: Evaluate the processes used in recognizing and solving problems 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
I.4: Identify markets for a product and/or service	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.1: Develop questions and ideas to initiate and refine research 1.2: Conduct research to answer questions and evaluate information and ideas 3.1: Identify problems and define their scope and elements 3.2: Develop and apply strategies based on ways others have prevented or solved problems 3.3: Develop and apply strategies based on one's own experience in preventing or solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives

KEY: * = may use all "to do" statements # = same Frameworks as previous competency
98 = same Frameworks as previous competency 99 = "to know" statements may not be applicable

Duty Band and Task Statement	Knowledge (Content)	Performance (Goals)
		3.7: Evaluate the extent to which a strategy addresses the problem 3.8: Assess costs, benefits and other consequences of proposed solutions 4.1: Explain reasoning and identify information used to support decisions
I.5: Identify the importance of marketing	SS.4: economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) SS.6: relationships of the individual and groups to institutions and cultural traditions	3.1: Identify problems and define their scope and elements 3.7: Evaluate the extent to which a strategy addresses the problem 4.1: Explain reasoning and identify information used to support decisions
I.6: Describe the importance of international marketing	SS.5: the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	1.7: Evaluate the accuracy of information and the reliability of its sources 1.8: Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 3.1: Identify problems and define their scope and elements 3.4: Evaluate the processes used in recognizing and solving problems 3.5: Reason inductively from a set of specific facts and deductively from general premises 3.6: Examine problems and proposed solutions from multiple perspectives 3.7: Evaluate the extent to which a strategy addresses the problem 4.2: Understand and apply the rights and responsibilities of citizenship in Missouri and the United States